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ABSTRACT

The purpose of the study described in this paper was to investigate how principals rated the competencies of beginning teachers in Florida who had graduated from the University of North Florida. The 1990-1991 study complies with the National Council for Accreditation of Teacher Education standard calling for teacher training institutions to maintain relationships with graduates from its professional education programs, including follow-up studies and assistance to beginning professionals. The principals were asked: (1) to provide suggestions on how the university could assist in helping beginning teachers; and (2) to provide suggestions on how the preservice program could be improved. Data were gathered through the use of surveys. The principals rated the generic competencies of beginning teachers and listed strengths and weaknesses. Results are discussed and questions raised as to how the evaluative feedback could be used. Overall, beginning teachers were rated positively; the major weakness identified was classroom management and control. Appendixes include selected survey questions and responses with respect to: strengths and weaknesses of beginning teachers; ways in which universities can become more involved with the school system; and suggestions for improving preservice teacher education. Two tables provide frequency distribution of the principals' ratings and rating of beginning teacher competencies over time. (LL)

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HOW PRINCIPALS RATE 90-91 BEGINNING TEACHERS

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ABSTRACT

The purpose of the study was to see how principals employing beginning teachers evaluated them in their first year of teaching. The principals were asked to provide suggestions on how the university could assist in helping beginning teachers. They also had the opportunity to provide suggestions on how the preservice program could be improved. The data were gathered through the use of a survey. The principals rated the generic competencies of beginning teachers and listed the strengths and weakness they noted in the beginning teacher's performance. The results are discussed and questions raised on how the evaluative feedback could be used.

TABLE OF CONTENTS

Abstract.....2
Overview.....3
Method.....4
Results.....4
Distribution of Principals' Ratings.....5-8
Ratings over Time.....8-12
Major Strengths of the Candidates.....12
Major Weaknesses of the Candidates.....13
University Assistance With Beginning Teachers....14
Suggestions for Program Improvement.....15
Discussion.....15
Questions to Consider.....16
Appendix A Strengths of Beginning Teachers.....17-20
Appendix B Weakness of Beginning Teachers.....21-22
Appendix C Participation with Beginning Teachers.24-26
Appendix D Suggestions for Improvement.....24-26

OVERVIEW

Much attention recently has been directed toward the knowledge, skills, and abilities of beginning teachers. There have many different approaches suggested to improve beginning teachers. Key to the success of any system of teacher training is the continuous evaluation of the product. Evaluation data must be systematically collected on the students not only when they are in the program but when they have graduated and are teaching.

Category II of the new National Council for Accreditation of Teacher Education Standards entitled Relationship To The World of Practice has a section on evaluation. In section IIB the standard calls for the teacher training institution to maintain relationships with graduates from its professional education programs that include follow-up studies and assistance to beginning professionals.

The criteria for compliance states that the unit must keep abreast of emerging evaluation techniques and engage in regular and systematic evaluations, including follow-up studies, to

determine the success and quality of graduates in the professional education roles for which they were prepared. The data are to be used to help modify and improve the teacher training programs.

The College of Education and Human Services of the University of North Florida (UNF) conducts yearly follow-up studies of beginning teachers who have been hired in schools in Florida.

The purpose of this study was to investigate how principals rated the competencies of University of North Florida beginning teachers, and to identify what strengths and weaknesses they found in the preparation of the beginning teachers. Principals were also asked to provide suggestions for improving the professional preparation of beginning teachers.

METHOD

The Florida Department of Education provides the university with a list of the beginning teachers hired by counties within the State of Florida. The principals were asked to complete a two page survey on the UNF graduates they supervised in the beginning teacher program. The instrument is in two parts. The first part asks the principals to rate the teacher on the 27 generic competencies on a five point scale (1 = low, 3 = average, 5 = high). The second section requires the principals to respond to four questions relating to the strengths and weakness of the candidate, how the university could be of assistance in working with beginning teachers, and any suggestions they might have on how the preservice training of teachers could be improved.

The ratings were entered as a data set in computer and frequencies tallied and descriptive statistics computed. The principals' responses to the four questions are organized by item and comments typed verbatim. Content analysis techniques were utilized to organize the comments into themes.

RESULTS

The frequency distribution of the principals' ratings of the 1990-1991 beginning teachers are reported in Table 1.

Table 1. Frequency distribution of the principals' ratings.

Competency N/%	1 Low	2	3 Average	4	5 High
1. Applies knowledge of physical, social and academic development patterns and of individual deferences, to meet the instructional needs of all students in the classroom and to advise students of these needs.					
	1	1	19	31	39
	1.1	2.2	21.7	38.0	37.0
2. Enhances students' feelings of dignity and self-worth and the worth of other people including those for other ethnic, cultural, linguistic and economic groups.					
	1	3	15	27	46
	1.1	3.3	16.3	29.3	50.0
3. Arranges and manages the physical environment to facilitate instruction and ensure student safety.					
	1	2	18	27	44
	1.1	2.2	19.6	29.3	47.8
4. Recognizes overt signs of severe emotional distress in students and demonstrates awareness of appropriate intervention and referral procedures.					
	1	2	25	26	38
	1.1	2.2	27.2	28.3	41.3
5. Recognizes signs of alcohol and drug abuse in students and demonstrate awareness of appropriate intervention and referral procedures.					
	1	2	26	23	27
	1.3	2.5	32.9	29.1	34.2
6. Recognizes overt signs of overt physical and behavioral indicators of child abuse and neglect, knows the rights and responsibilities regarding reporting and how to interact appropriately with a child after a report has been made.					
	1	3	27	27	31
	1.1	3.4	30.3	30.3	34.8

7. Formulates a standard for student behavior in the classroom.

1	6	12	30	43
1.1	6.5	13.0	32.6	46.7

8. Deals with misconduct, interruptions and intrusions, and digressions in ways that promote instructional momentum.

1	5	17	30	39
1.1	5.4	18.5	32.6	42.4

9. Determines the entry level knowledge and/or skills of student for a given set of instructional objectives using diagnostic tests, teacher observations and student records.

2	2	26	28	34
2.2	2.2	28.3	30.4	37.0

10. Identifies long-range goals for a given subject area.

1	1	24	36	30
1.1	1.1	26.1	39.1	32.6

11. Constructs and sequences related short-range objectives for a given subject area.

1	1	21	31	37
1.1	1.1	23.1	34.1	40.7

12. Selects, adapts and/or develops instructional materials for given set of instructional objectives and student learning needs.

1	1	16	32	42
1.1	1.1	17.4	34.8	45.7

13. Selects/develops and sequences learning activities that are appropriate to instructional objectives and student needs.

1	1	16	31	43
1.1	1.1	17.4	33.7	46.7

14. Uses class time efficiently.

1	3	9	38	41
1.1	3.3	9.8	41.3	44.6

15. Communicates effectively using verbal and non-verbal skills.

1	3	11	34	43

1.1	3.3	12.0	37.0	46.7

16. Creates and maintains academic focus by using verbal, nonverbal and/or visual motivational devices.

1	1	18	31	41
1.1	1.1	19.6	33.7	44.6

17. Presents forms of knowledge such as concepts, laws and lawlike principles, academic rules and value knowledge.

1	1	25	26	38
1.1	1.1	27.5	28.6	41.8

18. Presents directions appropriate for carrying out an instructional activity.

1	2	15	29	45
1.1	2.2	16.3	31.5	48.9

19. Simulates and directs student thinking and checks student comprehension through appropriate questioning techniques.

1	3	19	28	41
1.1	3.3	20.7	30.4	44.6

20. Provides appropriate practice to promote learning and retention.

1	2	18	29	42
1.1	2.2	19.6	31.5	45.7

21. Relates to students' verbal communications in ways that encourages participation and maintains academic focus.

1	2	16	36	37
1.1	2.2	17.4	39.1	40.2

22. Uses feedback procedures that give information to students about the appropriateness of their response(s).

1	2	20	35	34
1.1	2.2	21.7	38.0	37.0

23. Conducts reviews of subject matter.

1	3	17	34	36
1.1	3.3	18.7	37.4	39.6

24. Constructs or assembles classroom tests and tasks to measure student achievement or objectives.

1	3	22	27	37
1.1	3.3	24.4	30.0	41.1

25. Establishes a testing environment in which student can validly demonstrate their knowledge and/or skill, and receive adequate information about the quality of their performance.

1	2	26	23	39
1.1	2.2	28.6	25.3	42.9

26. Utilizes an effective system of maintaining records of student and class progress.

1	1	24	21	45
1.1	1.1	26.1	22.8	48.9

27. Uses computers in education.

2	2	30	22	24
2.5	2.5	37.5	27.5	30.0

The ratings of the beginning teachers by the principals are all negatively skewed, i. e. the distributions pile up at the upper end of the rating scale. Only a few teachers were rated "1"; the same held true for "2" ratings. The items in which the principals gave the highest number of 5's (50%) were Competency # 2, enhances students' feeling of dignity and the self-worth of other people including those from other ethnic, cultural, linguistic and economic groups. Competency 18, presents directions appropriate for carrying out an instructional activity and 26, utilizes an effective system for maintaining records of student and class progress each received 48.9%.

Competency 27, uses the computers in education had the lest number of "5" ratings (30%). Competency 10, identifies long-range goals for a given subject area, was next lowest (32.6%). Third lowest was Competency 5, recognizes signs of alcohol and drug abuse in students and demonstrates awareness of appropriate intervention and referral procedures (34.2%)

RATINGS OVER TIME

The principals have rated beginning teachers for the past 5 years. A comparison of the means and standard deviations of the ratings on the 27 generic teaching competencies by year of survey are found in Table 2.

Table 2. Rating of Beginning Teacher Competencies Over Time

Competencies	86-87 (64)	88 (73)	89 (56)	90 (91)
1. Applies knowledge of physical social and academic development patterns and of individual differences to meet instructional needs of all students in the class room and to advise students of these needs.	3.91 0.81	3.89 0.88	4.16 0.68	4.16 0.87
2.Enhances students' feelings of dignity and self-worth of other people including those from other ethnic, cultural, linguistic, and economic groups.	4.03 0.76	4.25 0.91	4.29 0.80	4.24 0.92
3. Arranges and manages the physical environment to facilitate instruction ensure student safety.	4.02 .81	4.18 0.87	4.40 0.78	4.21 0.91
4. Recognizes overt signs of sever emotional distress in students and demonstrates awareness of appropriate intervention & referral procedures.	3.83 0.81	3.86 0.83	3.96 0.89	4.07 0.94
5. Recognizes signs of alcohol & drug abuse in students & demonstrates awareness of appropriate intervention & referral procedures.	3.84 0.70	3.70 0.79	3.70 0.88	3.92 0.94
6. Recognizes overt physical &	3.87	3.91	3.87	3.94

& behavioral indicators of child abuse & neglect, knows rights & responsibilities regarding reporting & how to interact appropriately with a child after a report has been made.	0.78	0.86	0.88	0.95
7. Formulate a standard for student behavior in classroom.	3.92 0.98	4.10 0.93	4.48 0.71	4.17 0.97
8. Deals with misconduct, interruptions, intrusions, and digressions in ways that promote instructional momentum.	3.80 1.03	4.03 1.03	4.16 0.83	4.10 0.96
9. Determines the entry level knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher observations and student records.	3.86 0.85	3.94 0.82	4.05 0.80	3.98 0.97
10. Identifies long-range goals for a given subject area.	3.77 0.85	3.94 0.87	4.00 0.81	4.01 0.86
11. Constructs and sequences short-range objectives for a given subject area.	3.89 0.80	4.04 0.84	4.13 0.75	4.12 0.88
12. Selects, adapts, and/or develops instructional materials for a given set of instructional objectives and student learning needs.	3.84 0.78	4.07 0.82	4.20 0.70	4.23 0.85
13. Selects/develops & sequences learning activities that are appropriate to instructional objectives and student needs.	3.81 0.79	4.08 0.80	4.18 0.69	4.24 0.85
14. Uses class time efficiently.	3.94 0.83	4.19 0.92	4.38 0.68	4.25 0.85

15. Communicates effectively using verbal and nonverbal skills.	4.03 0.84	4.23 0.84	4.42 0.74	4.25 0.87
16. Creates & maintains academic focus by using verbal, non-verbal or visual motivational devices.	3.89 0.89	4.03 0.91	4.24 0.77	4.20 0.87
17. Presents forms of knowledge such as concepts, laws and law-like principles, academic rules, and value knowledge.	3.80 0.80	3.97 0.77	4.11 0.74	4.09 0.92
18. Presents directions appropriate for carrying out	3.94 0.85	4.13 0.90	4.29 0.76	4.25 0.89
19. Stimulates & directs thinking, and checks student comprehension through appropriate questioning techniques.	3.91 0.75	4.11 0.87	*	4.14 0.93
20. Provides appropriate practice to promote learning and retention.	3.98 0.79	4.14 0.79	4.27 0.76	4.19 0.90
21. Relates to students' verbal communications in ways that encourages participation and maintains academic focus.	4.02 0.83	3.99 0.95	4.24 0.69	4.15 0.86
22. Uses feedback procedures that give information to students about the appropriateness of their responses.	3.81 0.81	3.97 0.84	4.24 0.69	4.08 0.88
23. Conducts review of subject matter.	3.98 0.79	4.07 0.82	4.20 0.74	4.11 0.90

24. Constructs or assembles classroom tests and tasks to measure student achievement of objectives.	3.98 0.73	4.03 0.79	4.11 0.74	4.07 0.95
25. Establishes a testing in which students can validly demonstrate their knowledge.	3.89 0.80	4.01 0.79	4.23 0.75	4.24 0.95
26. Utilizes an effective system for maintaining records of students & class progress.	4.06 0.85	4.18 0.80	4.11 0.88	4.17 0.93
27. Uses computers in education.	3.35 1.02	3.58 1.03	3.57 1.01	3.80 0.99

*item omitted by error in 1989 survey.

All of the mean ratings for the 1990 group are higher than those reported in 1986-1987. In comparing the 1990 means with those computed for 1989, 16 of the 1989 mean rating were higher. Ten of the 1990 means were higher than 1989; one was the same. The magnitude of the differences, however, is slight and not statistically significant. The competency showing the greatest change form 1986-1987 to 1990 was Competency 30, uses computes in education.

MAJOR STRENGTHS OF THE CANDIDATES

Seventy-two of the principals listed one or more strengths. The verbatim statements are included in Appendix A of the report. The comments fell into four major categories: personal, professional, teaching process, and knowledge of content. Personal characteristics listed by the principals, for example, were enthusiastic, creative, self-confident, patient, positive, sensitive, caring, compassionate. The enthusiasm, creativity, flexibility, and compassion of the beginning teachers were mentioned as personal qualities most often. About 40% of the comments dealt with personal qualities of the teachers.

Professional characteristics, such as willingness to assume responsibility, hard working, loves students and teaching, goes beyond and above what is expected were frequently listed. Teachers were commended for their willingness to accept suggestions and work at trying to be excellent. About 25% of the comments related to professional characteristics.

Teachers were commended for their organizational and instructional skills. They were well organized and had excellent classroom management. They could communicated well and had excellent rapport with students. About one third of the comments related to the teaching process.

Content and subject area knowledge was the fourth area commended by the principals and accounts for about 2% of the comments. Comments, such as knows her subject, knowledgeable in who language instruction, has subject matter knowledge are included in this category.

WEAKNESS OF THE BEGINNING TEACHERS

Forty-two of the principals provided comments on the major weaknesses. Their verbatim comments are reported in Appendix B and fell into the sane four categories identified in the section on strengths. Personal characteristics such as lack of enthusiasm, inflexible, having a negative attitude, lacking initiative were listed. Professional characteristics such as not being on time, and lack of experience were listed. By enlarge, the major area of weakness mentioned was the teaching skills of the beginning teachers. The number one complaint was their lack of classroom management and discipline skills. One fourth of the principals who listed weaknesses included this issue. They were also criticized for losing educational momentum, their lack of organizational skills, poor reinforcement techniques, and the like. Content knowledge was fourth category and lack of computer knowledge and utilization was mentioned most often in this category.

It should also be noted that eleven principals said that the beginning teachers they supervised had none, or they had not noticed any. Several other principals said that the weakness were only those that experience will overcome.

UNIVERSITY ASSISTANCE IN THE BEGINNING TEACHER PROGRAM

Thirty-two principals gave a response to how the university could be of assistance in working with beginning teachers and are included in Appendix C. Slightly over a third of the comments related to the preservice preparation of the teachers. They felt that the university should spend more time of discipline, classroom management and control. Other suggestions were on professional dress, creative skills for developing games and materials, how to teach higher order thinking skills, and preparing them for the stress of human risk and interventions with student and parents.

About 25% of the comments related to the experience base and field experiences of the preservice teachers. They felt that they needed to be exposed to working with low SES students, how to deal with low parental support, and better prepared for the frustration of directing the lives of 25 persons with 1000 individual needs. They recommend more practical experiences to prepare them in management and control of students.

Eleven percent of the comments related to the role of the college supervisor. They felt that college personnel should visit the classes of beginning teachers and be more active in follow-up activities. About the same percent of comments related to consultation services. They recommended that college personnel also should be available for consultation and provide technical assistance when necessary.

They also suggested that the university provide support groups to help provide instructional and emotional support for graduates during that difficult first year of teaching.

About ten percent of the principals recommended no role. One state that the Beginning Teacher program is sufficient. The BT gets 10 observations and extra support from administrators and peer teachers. Two stated that the graduates were very high qualified and had excellent preparation.

SUGGESTIONS FOR PROGRAM IMPROVEMENT

Twenty-seven principals provided suggestions for the improvement of the preservice training of teachers and are listed in Appendix D. Slightly over a third of the comments related to the experience component of the program. Some of the comments were students need to spend more time in the actual classroom. Let the students know what they are getting into. Allow students to train in inner-city schools or multiethnic settlings so they can experience the real world of educating children.

About one third of the comments related to the content and knowledge base. They recommended more computer and technology exposure and training. They felt that students needed more knowledge of classroom management and control techniques.

Screening of the preservice teachers was an issue. One recommended that an inventory such as the "teacher Perceiver" should be used to determine whether student really should go into teaching. An another recommendation was for the university to build in more reflective opportunities into their program.

Besides the knowledge and experience base, more emphasis on the affective domain was suggested. One principals stated "Get them fired up and enthusiastic! So many drag in and are reluctant to put in the time into becoming a true professional. Also it was suggested that the university should work in the concept of the importance of setting students for success -- also the idea of being a team player.

About 10 percent of the comments stated they did not have any suggestions that the university was doing a great job.

DISCUSSION

Overall, the principals rate the 1990-1991 beginning teachers very positively. their ratings of the generic competencies and their perceptions of the strengths and weaknesses of the graduates tend to correlate. The beginning teachers receive high marks for their ability to enhance students' feelings of dignity and self-worth of other people including those form other ethnic, cultural, linguistic and economic groups. the principles commend the teachers for their compassion for each child, their sensitivity, and their concern about who they are teaching.

The number one weakness identified by the principals was classroom management and control. It was also viewed as one of the major strengths of some beginning teachers.

Principals perceive personal and professional characteristics essential for success in teaching. Positive attitude, creativity, self-confidence, and enthusiasm are dimensions most often mentioned by the principals as strengths of the beginning teachers. they want the desire to teach to be translated not only into loving teaching and students but for the teacher to go beyond what is expected and show the willingness to put forth extra effort. they want their teachers to be flexible, willing to accept criticism, and implement these suggestions for improvement. Moreover they want their teachers to be good team players.

Principals are concerned about the transition of individuals from students in teacher training programs to beginning teachers who have to work with students and parents in the real world. Their suggestions for program improvement focus on improving and increasing the field experiences of individuals preparing for teaching. they feel the process should be a cooperative process in which the college continues to interact with the schools and graduates and provide them with support groups as well as consultation services.

The views of the principals are based upon their contact with our program with our graduates. The portrait is based on the feedback of 91 principals, representing a variety of instructional environments and contexts. Are we satisfied with the portrait painted?

QUESTIONS TO CONSIDER

The following are some questions that should be addressed by faculty involved in the preservice program, faculty committees, and program administrators.

1. What type of support services should we attempt to provide our graduates? Support groups? Consultation services? Assessment Center? Telephone hot line? Binet or fax line? Visits by faculty?

2. How can the program of working with graduates be funded? What type of credit would faculty receive for participating in such a program? Are faculty interested in some type of role of working with recent graduates?

3. What are the political as well as practical restraints of working with beginning teachers? Do school districts really want us to be involved in the Professional Orientation Program for beginning teachers? What types of collaborate arrangements are possible?

4. Should we guarantee our graduates' competency as a teacher? Should we provide remedial services? Should we change our procedure of screening students in the program?

5. Are the required field experiences the appropriate ones? Is EXCEL the best vehicle for organizing and administering the field experiences? Should there be more than one internship? Should students be required to intern in more than one setting?

6. Is our current CORE providing the knowledge, skills, and abilities needed by teachers today? In the year 2000?

7. Are our methods courses providing the knowledge, skills, and abilities needed by teachers today? In the year 2000?

8. Are we using master teachers enough in our program? Should methods courses be more field based?

9. Are we in our teaching modeling effective teaching practices based on research findings?

10. Are we utilizing action research to determine what teaching procedures, instructional materials and the like are most effective for the students we teach?

APPENDIX A

What were the major strengths of the candidate?

* personal and professional qualities - cares about students and their
  futures.
* interest in and rapport with students; maturity; stability; "teaching"
  process.
* relates well to individual students.
* self confidence.
* goes beyond and above what is expected.
* see above - excellent teacher.
* excellent "preparedness" - confidence - "easy going" - accepting attitude.
* preparedness, competence
* rapport with students; calmness and patience.
* excellent planning and organizational skills.
* enthusiasm - positive regard for students - high expectations.
* a very good teacher - shows great perceptive insight to students needs.
* classroom atmosphere for learning.
* flexibility, creativity, concern for students.
* willingness to do what was asked of her.
* a "natural" - mastery level. "She virtually flows through lessons."
* Master teacher - "really prepares" - works at being excellent.
* subject matter.
* high enthusiasm.
* well organized.
* major strengths: subject matter knowledge; rapport with students.
* planning, communication, creativity, sensitivity.
* a caring, dedicated teacher. develops child - centered lesson plans that
  provide activities for all students.
* an excellent beginning teacher. She develops child - centered plans that
  involve all students which promotes excellent classroom management.
* major strength is her sincere caring for all her students. She has been
  very successful in improving her students' self-esteem and motivating them
  with child-centered activities.

* ability to relate to students and faculty. Enthusiasm. Communicates well
with students.
* classroom management.
* loves children, loves his work, willing to try new things.
* classroom instruction is excellent.
* a caring and enthusiastic institution.
* excellent teacher, knows her subjects, class is well disciplined.
* willingness to assume responsibility. Enthusiastic and dynamic teacher.
* desire to teach. Willingness to listen to suggestions.
* willingness to do well; pleasing voice.
* creative, intuitive and extremely energetic. She spends hours upon hours
developing new learning materials for her pupils.
* rapport with her students.
* has had a good first year.
* she is a very innovative kindergarten teacher willing to experiment with new
ideas.
* highly creative and skilled in complimenting classroom activities.
Enthusiastic, highly responsibility dedicated.
* great control of her class and not afraid of hard work; not a clock watcher.
* compassion for each child.
* hard working.
* very professional, conscientious, and caring.
* relationship with his students.
* enthusiasm, sensitivity to individual strengths and weaknesses of students,
including family concerns. Mastery of the art of teaching.
* a variety of materials available for students.
* communication, discipline, planning.
* conscientious, excellent planner, good organizational skills.
* interest in science! Willingness to be flexible.
* willingness and open to learning for self and students.
* curriculum organization and selection of institutional objectives as well as
selection of teaching strategies. Use of cycle for teaching/learning.

Pleasant magnetic personality.
* being able to successfully work with high school age students as a first year teacher in an above average way.
* organization and enthusiasm. Demonstrates great empathy for children.
* understands the needs of students. Maintains excellent rapport with others.
* very creative.
* her background in reading and ability to teach children form diversified backgrounds. Willing to accept challenges.
* development of curriculum modification and prescription for remediation.
* knowledge of subject, presentation skills and determination.
* very conscientious - is willing to put in extra time - has excellent rapport with staff and students.
* caring for students.
* knowledgeable in whole language instruction and latest effective teaching approaches.
* planning, enthusiasm, willingness to work, care and sensitivity toward children.
* classroom management. Positive. Great attitude.
* positive attitude; cooperative.
* conscientious and competent!
* willingness to implement suggestions for improvement.
* positive attitude, student recognition, eagerness to do a good job.
* her love of the school in which she served as an aide for 10 years.
* a positive and enthusiastic attitude.
* She is a steady average teacher who I feel will improve as she becomes more comfortable in her job.
* she is a natural teacher. She is a little older than the average age old and therefor had a jump on the maturity level.
* self confidence.

APPENDIX B

2. What were the major weaknesses of the candidate?

* none I know of.
* haven't noticed any.
* personalities/academic needs.
* none.
* no major.
* lack of experience - computer knowledge.
* only those that experience will overcome.
* lack of initiative.
* can't determine any.
* aren't any.
* classroom management!
* I do not feel she has any major weaknesses. She has been very mature for a beginning teacher.
* conferencing with peers.
* few weaknesses.
* flexibility to handle wide size of student needs.
* needs to take more initiative.
* sometimes she loses educational momentum staffing with their true exceptionality and works hard to change any errors that have been previously made.
* type of questions ask student.
* some weakness in disciplining her students.
* gives impression to students that she is unyielding and unfair at times.
* being on time and flexibility.
* communication, discipline, and planning.
* discipline.
* ability to relate to minorities and low socioecomonic groups!
* giving directions - computers.
* This candidate was thoroughly prepared for the position. Creative, innovative and a love for children - no weaknesses observed by me.
* none significant.

* negative attitude when students do poorly it is always THEIR fault, not hers.
* classroom management techniques, not assertive enough.
* needs greater expertise in computer skills.
* not allowing enough time to complete records.
* classroom management.
* no major weaknesses that time/experience won't take care of.
* behavior management.
* classroom and behavior management.
* organizational skills; presentation of a complete lesson; reinforcement of concept; development of lesson; class discipline.
* reinforcement of concept as he presents it to students.
* really has no weaknesses.
* classroom behavior management skills.
* lack of enthusiasm.
* tries to do too much - but very enthusiastic.
* a bit shy at first but quickly over came this.

APPENDIX C

Teacher Preparation Institutions are to become more involved with working with school systems in providing support for beginning teachers. In what ways could UNF be of assistance in working with beginning teachers?

* have a professor visit a class and do a critique.
* being available for consultation when needed.
* schedule a follow up visit while new teacher is in the Beginning Teacher Program.
* expose them to low-economic groups of students. How to deal with students with low parental support.
* be able to adjust to different situations. Be prepared for changes.
* provide instructional and emotional support during that difficult first year.
* videos or materials of what to expect - what they'll generally "feel" -

"support groups".
* more work on classroom management.
* At the present time, I feel the Beginning Teacher Program is sufficient. At
our school a Beginning Teacher gets 10 observations plus extra support from
the administration and peer teachers.
* instruction in motivational techniques.
* provide as much exposure prior to internship.
* continue to communicate wit teacher and principal.
* prepare them for the frustration of directing the lives of 25 persons with
1,000 different individual needs. Help them prepare for the stress of human
risk and intervention with student and parent.
* continue to use Dr. Stoddard. She's excellent and an asset to the
university and the students.
* early targeting to those who have problems.
* give them as much exposure prior to internship.
* classroom management and control; work more in whole language with students.
* more experience with behavior management; professional dress; creative
skills for developing games and materials.
* give them more training in dealing with discipline problems.
* provide forums/seminars for beginning teachers and administrators to
interact and share experiences.
* the Spirit Program has provided an excellent support system for beginning
teachers.
* have UNF staff visit with teachers at their center.
* continue working with teacher and principal.
* focus on classroom organization and management technique, instructional
organization and planning. Prepare to teach higher order of thinking
skills.
* provide more practical experience in managing and controlling students.

* provide a system of checking on success of implementing (by teachers) of
methodology learned at the university.
* incorporate more aspects of the BTP in the curriculum.
* offer and provide more on site "technical" assistance.
* this individual needed more modeling, and classroom exposure.
* keep sending us the very high qualified interns you are presently doing.
* I feel you are doing an excellent job. However with each passing year, it
becomes more difficult to deal with student discipline behavior. I feel
you could spend more time on it.
* more assistance in behavior management skills.

APPENDIX D

Do you have any suggestions on how UNF should improve their preservice training of teachers?

* focus on communication skills.
* He is an experienced teacher, but new to Florida, thus had to go through BTP
to receive his certificate.
* continue to give as much practical experience with children as possible.
* visit the school and observe BT.
* I believe that every teacher of special education should be made aware of
the reality of the problems they will face.
* more assistance on handling difficult discipline problems; making parents
responsible for the child's education - increased parental involvement.
* include more emphasis on behavior management techniques that can be applied
in real life situations.
* use inventories to determine whether they "really should" pursue teaching -
such as the "Teacher Perceiver".
* more training in classroom management. If they cannot control the class,

they can not teach!
* continue to stress behavior management, planning skills, and alternative teaching strategies.
* the only suggestion I can give is to provide them with as much time as possible in classrooms with practicums and etc. In other words, give them hands-on experience.
* provide as much exposure prior to internship.
* none.
* no!
* give them a wide range of on-site opportunities to work and interact with students. Provide a forum that they can attend where they hear the problems and successes of people in the business, ie. teachers, principals, etc.
* continue to instill in them the importance of a child's' welfare is first and to be careful in what and how to communicate with a child.
* make sure they have the teaching skills required - successful management of students is also vital for productive teaching.
* spend more time in the actual classroom. Let the students know what they are getting into.
* get them fired up and enthusiastic! So many drag in and are reluctant to put the time into <u>becoming</u> a true professional.
* there is a need for more exposure to the special education program and the identification of these students.
* build more reflectivity opportunities - work on concept of importance of setting students up for success - also, idea of being a team player.
* expose prospective teachers to the real world of undisciplined, unmotivated and generally disruptive students. These students are increasing in number each year.

* provide more basic training in use of computers in classroom. More
technology training.